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ENGLISH LANGUAGE TEACHING IN NORTHERN NIGERIA--A SURVEY.

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THIS SURVEY IS AN OVERVIEW OF ENGLISH LANGUAGE INSTRUCTION IN NORTHERN NIGERIA FROM PRIMARY SCHOOL TO UNIVERSITY. THE INTRODUCTION PROVIDES A BRIEF DESCRIPTION OF THE LINGUISTIC AND GENERAL EDUCATIONAL BACKGROUND OF THE COUNTRY. THE FOLLOWING CHAPTERS DEAL WITH THE PRIMARY SCHOOL, POSTPRIMARY WORK, THE SECONDARY SCHOOL, THE TEACHER TRAINING COLLEGE, AHMADU BELLO UNIVERSITY IN ZARIA, AND CURRENT EXPERIMENTS AND FUTURE NEEDS. SPECIFIC MENTION IS MADE OF THE "STRAIGHT FOR ENGLISH" AND "TOTAL ENGLISH" COURSES, AS WELL AS THE GRIEVE REPORT AND ITS EFFECTS ON THE ENGLISH TEACHING SITUATION. THE GRIEVE REPORT WAS ENTITLED "ENGLISH LANGUAGE EXAMINING" AND WAS PUBLISHED BY THE AFRICAN UNIVERSITIES PRESS FOR THE WEST AFRICAN EXAMINATIONS COUNCIL, LAGOS, 1964. (AMM)

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INSTITUTE OF EDUCATION

ENGLISH LANGUAGE TEACHING IN NORTHERN NIGERIA

A SURVEY

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ENGLISH LANGUAGE TEACHING IN NORTHERN NIGERIA: A SURVEY

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June 1966

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1. Introduction

1.1 The linguistic background

This paper tries to survey some of the problems of English language teaching at all levels in Northern Nigeria, from the primary school to the university. No attempt has been made to describe the educational system in detail. For this, readers are referred to Education terminology guide for Northern Nigeria.(1).

The language background of Northern Nigeria has been summed up by Mr. A. H. M. Kirk-Greene as follows:(2)

> "In Nigeria alone 248 languages are claimed to have been classified. In the North we can identify the main languages as (1) Hausa; (2) Fulani (properly Fulfulde); (3) Yoruba; (4) Kanuri; (5) Nupe; (6) Tiv; with lesser languages, according to ethnic proportion, in the riverain and plateau areas like Igala, Idoma, Igbirra, Bachama, Birom, Kagoro, Kamberi, etc. Many of the major languages have distinct dialectical differences in both vocabulary and syntax".

Of these languages, Hausa is undoubtedly the most important. Not only is it spoken as a mother tongue in large areas of Northern Nigeria and o the Niger Republic, but is widely used as a vehicular language in other parts of West Africa. Probably some 20 million people speak it as their first language and at least half as many again use it as a lingua franca. Hausa is the mother tongue in Sokoto, Katsina, Kano and northern Zaria Provinces, and also in Bauchi. The Kano dialect is generally

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(1) A. R. Allen and William J. Miller. Education terminology guide for Northern Nigeria. Institute of Education Paper No. 2, Zaria, June 1966.

(2) A. H. M. Kirk-Greene. A working introduction to the study of Hausa and the major languages of Northern Nigeria. Department of Languages, Occasional Paper No. 3, Zaria, 1965

considered to be the standard form.

There are two dialects of Fulani: "the Eastern, spoken mostly in Adamawa and Gombe, and the Western, spoken in Sokoto and by the nomadic Fulani moving southwards from there". (3). Yoruba is spoken in most of Ilorin Province and in parts of Kabba Province. Kanuri is spoken in Bornu Province by the Kanuri or Barebari people, with Maiduguri as its centre. The Nupe language is centred round Bida in Niger Province. Tiv is spoken in Tiv Division in Benue Province; Igala in Igala Division in Kabba Province; Idoma in Idoma Division in Benue Province; while Igbirra is centred round Okene in Kabba Province. In Plateau, Bauchi, Sardauna, Adamawa, Southern Zaria, northern Niger and parts of Bornu Provinces a very large number of minor languages are spoken. In the big towns a variety of languages occur, including those of southern Nigerians. Among these communities pidgin English may sometimes be heard. The general lingua franca in most of Northern Nigeria is, however, Hausa.

English may be considered one of the major languages of Nigeria. Together with Hausa it is the official language of the North. It is the language of almost all western-type education, the Civil Service, most of the press, and to a lesser extent, of radio and television. Many educated Northerners use English as a means of communication among themselves and those coming from the northernmost provinces often speak with an accent remarkably close to Received

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(3) A. M. H. Kirk-Greene. op.cit.

Pronunciation.(4). But it is in the realm of education that English plays such a crucial role: for without English, there could, as yet, be very little education, in the Western sense of the word, except at the lower levels of the primary school.

1.2 Facts and figures

Education is expanding rapidly in Northern Nigeria, as the following facts and figures show:-

(a)	Primary schools	1961	1965 (5, 6)
	No. of primary schools	2,150 (estimate only)	2,743
	No. of pupils	316,264	492,510
(b)	Secondary grammar schools		
	No. of secondary schools	47	72
	No. of pupils	6,487	14,169
(c)	Teacher training colleges		
	No. of training colleges	44	55
	No. of pupils	4,668	11,008

The most striking factor shown in these figures lies in the considerable increase in enrolment figures. Between 1961

(4) For a more detailed discussion of this and related problems see: C. E. Nuttall. Problems of English teaching in Northern Nigeria. Symposium on multilingualism, CCTA/CSA Publication No. 87, London, 1962, pp 109 - 120

(5) Classes, enrolments and teachers in the primary schools of Northern Nigeria, 1965. Ministry of Education, Kaduna, 1965

(6) Classes, enrolments and teachers in the schools of Northern Nigeria, 1965, Ministry of Education, Kaduna, 1965

and 1965 percentage increases were as follows:-

	% increase in enrolment
Primary schools	24%
Secondary schools	118%
Training colleges	144%

However, despite the rate of expansion in numbers of schools and students, two other factors must be borne in mind. First, the overall percentage of children of primary school age who are actually in school is still low - 11.91% (More recent estimates, based on the latest census figures and taking into account a 2% increase in population per annum suggest that the figures may be even lower, nearer 8%). However, this overall figure tends to give a misleading picture, as the proportion of children in primary school varies considerably from area to area. Three figures reveal these differences very clearly: Sokoto Province 3.94%, Kabba Province 33.46%, Kaduna Capital Territory 67.27%.

Secondly, the educational opportunities for primary school leavers are, as yet, limited. For example in 1964 there were 32,698 pupils in Primary 7 classes in Northern Nigeria. Enrolment figures for the first forms of three types of post-primary institutions in 1965 were:-

Secondary grammar schools	3,712
Teacher training colleges	2,755
Craft Schools	633
Total	7,100

Thus the proportion of primary class 7 children who went on to post-primary education of one kind or another in 1965 was 21%. 79% of the children left school altogether.

2. The primary school

2.1 The aims of the primary school

One of the basic dilemmas of the Nigerian primary school is that it is difficult to be sure what it is for. Is its aim to educate a small proportion of children to go on to post-primary education? Or should it cater for the majority who will have no further schooling after primary 7? Or should it attempt to provide a suitable education for both categories of pupils? And if so, is this practicable?

This dilemma affects English language teaching and policy. Is the vast amount of time spent on learning English necessary for the majority of children who will proceed no further than the primary school? Could not this effort have been directed elsewhere, to fitting them into the society in which they will live? And the minority, do they have a sufficient grounding in English to enable them to pursue post-primary education satisfactorily? The general opinion of principals is that they do not. So, the primary schools in fact fall between two stools. It is difficult to find an answer to this problem within the framework of the present system. One solution, which is worth investigating, is to syphon off the ablest children at the end of the fifth year of primary school and to send them to special schools where they would receive a high quality education, with the main emphasis on the English language skills necessary for secondary and ultimately higher education. The majority would stay on at their primary school for the remaining two years and would receive an education that was largely vocational.

But at present the aims of the primary school appear to be

geared to the minority. The Handbook for Inspectors(7) has this to say:-

> "All-round proficiency in English is the most important academic aim of the primary course (African Education, 1953).
>
> Since secondary and technical education are perforce carried out in English, it is important that the children break through the language barrier while still at the primary school. If they fail to do this, they will encounter serious problems of communication in post-primary institutions. Moreover, in most trades and industries, English is, at the moment, the means by which the pupil has most ready access to the general fund of knowledge and experience available to the world and recorded in books. If teachers fail to help their pupils through the language barrier, and in rural areas the task is often a difficult one, the pupils are gravely handicapped."

2.2 'Straight for English'

The passage quoted above makes mention of the language barrier which children have to break through if they are to profit from their work. How is this to be achieved? There are, basically, two schools of thought concerning language policy for primary education in Africa. Dating from the 1920's and stemming largely from the recommendations of the Phelps Stokes Reports, the policy until recently has been to teach through the medium of the vernacular language in the first few years of the primary school (English being taught as a subject) and then in approximately the fifth year to switch to English as the medium of instruction. In the late 1950's

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(7) A Handbook for Inspectors. Ministry of Education, Kaduna

the Northern Government policy began to veer towards introducing English as a medium as soon as possible.

It is interesting to see how this policy has developed over the last few years. In 1958 the Ministry of Education asked Inspectors and Provincial Education Officers to report on the feasibility of going 'Straight for English' in those areas where the dominant vernaculars were neither Tiv, Yoruba, Hausa or Kanuri. In 1959 proprietors of schools in those areas where Hausa and Yoruba were not the mother tongues were recommended to adopt English as a medium from the beginning. It was pointed out that many schools in the Yoruba-speaking areas already had a scheme of work which introduced English as a medium at an early stage and it was thought probably that in Hausa-speaking areas, too, public opinion might soon change in favour of the early introduction of English as a medium. The main problem, however, was not so much that people were opposed to going 'Straight for English' in these areas but that there was a shortage of teachers capable of teaching the language. However, in 1963 the Ministry of Education felt the time had come to make this the official policy in all parts of the North. The relevant Ministry circular reads as follows:-

> " ..... I realise of course that many primary schools have a substantial commitment to other English courses. Nevertheless I hope that when a change is possible, the introduction of 'Straight for English' can be brought about. In my opinion, it offers great advantages in Northern Nigerian schools and will produce better results than the alternative courses." (Letter No. SIP.60/II/45 of 17th June 1963)

There seems little doubt that the policy is now taking effect although there are some areas, for example Borno, where this is not the case at present. The course in use is Straight for English published by Longmans. One of its great advantages is that the teacher's book is so detailed and explicit.

However, one cannot but have some reservations about the way the course is being introduced. Changing from teaching English as a subject to using English as a medium as soon as possible in the primary school is not simply a question of switching from, say, the New Oxford English to the Straight for English course. It involves considerable rethinking on the part of the teacher about the nature and purpose of language teaching at this stage, and is, above all, concerned with creating the right classroom conditions so that the children want and need to use the language. It is closely linked with infant teaching methods, as the writers of the Peak course for Kenya realised. For all these reasons, the Straight for English is not always being used as its authors intended.

There seem to be two approaches towards remedying the situation. [illegible] colleges must ensure that all their students are familiar with the Straight for English course and that they are taught how to teach it before they leave the college. Secondly, there is a need for reorientation courses for all practising teachers who have recently gone over to the new course or who are about to do so in the near future. It is not enough simply to expect teachers, many of whom are untrained, to use the new course effectively without some

preparation.

2.3 The teachers

Upon the quality of the teaching in the primary school all else depends. It is here that the foundations are laid and it is here that the most skilled teachers are required. Good quality primary education produces good quality pupils in secondary schools, university and beyond. Yet the picture is somewhat disquieting. If it is accepted - as I think it must be - that the Grade II teacher's certificate, obtained after five years at training college on top of seven years' primary schooling, is the minimum satisfactory qualification, then most primary school teachers must be considered under-qualified. In 1965, 19.8% of primary school teachers possessed Grade II or above. Admittedly this is an improvement over the 1961 figures (14.3%); and with the drive to increase the output of teachers from the training colleges this percentage will almost certainly go up. But even so, we cannot escape the problem of quality. The best primary school teachers tend to leave primary school teaching altogether. They obtain their 'A' levels through private study, enter the university or other higher institutions and are lost to the primary schools for ever. One cannot blame them, the present salary structure being what it is. But the setback to education - at all levels - is enormous. It means that the foundations of education are being laid by the less able Grade II teachers, often with limited teaching experience, or by the bulk of the primary school teaching profession - the under-trained Grade III teachers or the untrained primary 7 leavers.

The lack of educated and trained teachers in primary schools

has important consequences for the teaching of English. First, many of the teachers who introduce the English language to their pupils do not themselves have a sufficient command of the language to teach it properly. As a result there is often undue dependence on the course book and usually too little attention paid to the importance of oral English. And secondly, the large majority of teachers have had little, if any, training in the methods of teaching English as a second language. This is unfortunately too often true of the products of teacher training colleges as well.

The situation, then, in the primary schools is a serious one. There are, however, at least two ways in which the problem could be tackled. First, we must inject well educated teachers back into the system. The products of the advanced teachers colleges at Zaria and Kano are the obvious people to provide this stimulus. Those holders of the Nigeria Certificate in Education, who are being trained to teach in the junior forms of secondary schools and training colleges, may well find it difficult to retain their posts in a few years' time when more graduates are available. Why not train them now - or at least some of them - to be efficient headmasters and headmistresses of primary schools? This is where they are really needed and where many of them, who have not themselves had a secondary education, would probably feel more at home..

Secondly, there is the problem of the Grade III teacher, the backbone of the teaching profession in the primary schools. Many are disillusioned and apathetic because prospects for advancement have until now been limited. However,

beginning in January 1967 a scheme known as TISEP - Teachers' In-service Education Programme - will give Grade III teachers the opportunity to prepare as external candidates for the Grade II Certificate examination. This project is being developed through the joint efforts of the Ministry of Education, the Institute of Education, Peace Corps, Ohio University, University of Wisconsin, the British Council and other interested parties. Teachers will receive tuition by means of evening classes or vacation workshops, combined with special correspondence courses. It is hoped in this way to give encouragement and help to large numbers of teachers and, in so doing, to raise the standard of teaching in primary schools.

2.4 Teaching problems

Most primary schools are ill-equipped for the purposes of teaching young children. Rarely is there enough money to buy anything but the barest essentials such as chalk, pencils and exercise books. All this, of course, hampers English language teaching. A scavy, out-of-date furniture, ranged in long rows facing the teacher is hardly the kind of environment required for lively language teaching. There is usually nowhere to pin charts, pictures, magazine cuttings or children's work on the classroom walls. Hardly ever does one find a flourishing, interesting and well-presented classroom library or reading corner. There are usually no paints, no brushes, no matching cards, no counters, no toys. And yet all these aids and stimuli are essential for children coming mainly from non-literate homes. The burden of education can rarely be shared equally between home and school in the Nigerian setting. Here it is the school which must more than make up for what the home cannot provide.

The writer and two others recently made a detailed study of English language teaching in 39 primary school classes. Here is a summary of some of our findings:-

(a) Oral English. - This is reasonably well taught in the first year or two but after that language work tends to be far too book-centred. This may be partly due to the fact that probationary teachers (i.e. Primary 7 leavers) are often placed in class 3 or 4. In addition, the material in the course books in use often becomes too difficult too quickly. This applies both to structures and to vocabulary. Pronunciation is rarely taught effectively and often occurs during the reading lesson.

(b) Reading - In general the standard of reading is low. This is due to a variety of reasons. The "look-say" method is often continued for far too long and children are not taught the sound-letter relationships of English properly. This often results in children in class 3 and above parroting whole pages of their course books. There is generally too much reading aloud round the class and too little silent reading. In addition, for reading purposes classes are usually treated as homogeneous units and very rarely are children put in groups or given individual attention where necessary. In a large number of cases it was found that children did not complete the requisite course book in one year. This meant that in the following year they started a new course book, which was written on the assumption that the previous year's had been covered.

And finally there is a great lack of supplementary reading material. Very few classes possess any reading material over

and above the course book. This means that in seven years' primary schooling children only read seven books, and as stated above, even these are not always completed. The need for supplementary reading material is urgent. Every primary school class should have a small reading corner, consisting of some 40 suitable books. Unless children are exposed to books at the primary school stage they will probably never learn to read properly. The effects of being deprived of books are felt right through secondary and even higher education. And as for those children who have no further schooling after primary 7, many of them relapse into illiteracy or near-illiteracy, simply because their reading experience and ability is not enough to sustain them once they leave school.

(c) Writing - In general the standard of handwriting is high. However, the actual content of written work is often poor because children are made to do 'compositions' long before they are ready for it. Far more controlled writing is required.

(d) Course books - In many cases the course books are too difficult for the children, especially those used at the top of the primary school. This also goes for many of the supplementary readers that are advertised as being suitable for primary school children, but which are, in fact, far more appropriate for the junior forms of secondary schools. And finally, there is the question of availability of books. Many schools, especially those in rural areas, have inadequate numbers of pupil's books for their children and teachers themselves are sometimes without a copy of the teacher's handbook. The problem of the organisation and supply of course books is a difficult one to solve in an

area the size of Northern Nigeria, but there is no doubt that children and teachers in some schools are handicapped because of it.

2.5 The expansion of primary education

There is a growing feeling that Northern Nigeria must 'catch-up' with the rest of the country as far as Western-type education is concerned. While there is an obvious need for expansion there is always the possibility that there may be demands for a very large and rapid increase in the number of Northern primary schools. But this has its dangers.

Western Nigeria, after the 1955 free primary school education scheme, has already experienced this, and many people have come to regret the decline in standards. A rapid expansion of primary education without an expanded teacher training programme in advance could lead in the North to the sort of situation that the Banjo Report (8) described in Western Nigeria in 1961:-

> "One of the most valid complaints has been in the standard of English acquired by the end of the six-year course ..... The teaching of English is allocated no less than ten periods of the whole forty-period week for six years, but it seems that the standard which is reached by the end of it is very low. The headmasters of the secondary modern and the secondary grammar schools testified to the falling standard of English since the inception of the scheme."

Falling standards in English make the work of secondary schools and training colleges doubly difficult. Even as it is, some training colleges feel that their students' command of English is inadequate upon entry and have devised remedial courses to help overcome this. It is hoped, therefore, that quality will not be

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(8) Report of the Commission to review the educational system of Western Nigeria. Government Printer, Ibadan, 1961.

sacrificed to quantity. Expansion there must be, but expansion at all levels simultaneously. Many African countries have lately concentrated mainly on expansion at the post-primary level, as this is considered to have the biggest pay-off in terms of educated manpower.

The picture of the primary school painted in the last few pages is not a cheerful one. But the primary school is the Cinderella of the education system, and has been neglected. Yet everything goes back to the primary school. It is time attention was focussed on solving some of its problems.

3. The bridge between primary and post-primary work

3.1 'Total English' courses

One of the most serious results of poor English teaching in the primary school is that pupils who go on to post-primary education are often deficient in English. One hears this complaint from both secondary school teachers and training college tutors. Some of the reasons for their deficiency have been outlined in the previous section dealing with primary school education; to these may be added the fact that in many areas the pupils have very little opportunity to hear and use English outside school hours. The result, then, is that pupils who begin post-primary education are very often under a severe language handicap and their success in other school subjects is necessarily hampered by their limited command of English.

One of the ways to help overcome this problem is to hold 'crash' courses in English during the first term, or even first year, of secondary school or training college. The reasoning behind this scheme is that once the student has made significant progress in English his achievement in other subject areas will improve: if his English is inadequate he cannot make adequate progress. Intense concentration on English skills does, of course, mean that these other 'subjects' are temporarily relegated to the background. But the pay-off, it can be argued, comes later. Increased command of English ensures that the student makes more rapid and thorough progress in the normal school subjects than would otherwise have been possible.

An interesting, and very much worthwhile, experiment along these lines is being carried out at Bornu Training College,

Maiduguri. Here a 'total English' approach was used with Class 1 during the first term of 1966, which, because of its success, has been extended for a further one or possibly two terms. The experiment was conducted with one class only out of the four-streamed intake. The other three classes were taught in the normal way.

The procedure is as follows. The experimental class is mainly taught by one tutor who is responsible for the teaching of English, Library, Geography, History, and some Mathematics. This represents 25 out of the weekly total of 38 periods. The aim of the tutor is to get to know the students well, to build up a close relationship with them and to keep them exposed to English throughout the day, both inside and outside the classroom.

The purely 'English' part of the course is based on ten 40 minute class periods and two 45 minute preparation periods as follows:-

Type of activity	Minutes
Oral English	
Pronunciation	50
Structure, oral and written	200
Written English	
Handwriting	20
Spelling	30
Composition	40
Reading	
Skill-development reading	80
Extensive reading of supplementary books	40
Listening	
Listening comprehension	30
	490

In addition to these lessons considerable attention is paid to the use of English in other 'subject' lessons. The main emphasis in all subject areas is to develop the students' skills in speaking and writing, understanding and reading, and to expose him to the language needed for an effective understanding of the subject matter. For example, geography and history are taught using the project approach. The class visit places of interest in or near Maiduguri, for example the airport or the market. The students are armed with a questionnaire and the answers to their questions form the basis of a controlled composition. By the end of the term each student has, as a result, compiled a booklet, complete with maps and drawings, on some aspects of Maiduguri history and geography.

Outside class the students are encouraged to use English only and in the evenings they are exposed to the speech of native speakers of English as much as possible through visits from expatriates living in the town, through films, film-strips and records. The whole approach, then, during and after school hours is one of 'total English'.

As yet it is too early to tell whether this 'total English' course has resulted in significant improvement in the students' handling of English. However, tests have been devised, which it is hoped will make it possible to measure the overall progress of this class compared to the other three classes at the College receiving a more traditional type of education. Certainly, the students themselves and the teacher in charge are still enthusiastic. The results of this scheme at Bornu Training College may well have important implications for other colleges and schools elsewhere.

4. The secondary school

4.1 The Grieve Report

Secondary schools offer a five year course leading to the West African School Certificate. A number of them (12 in 1965) are now also offering an additional two year course which prepares pupils for the Cambridge Overseas Higher School Certificate. These two-year classes are known as Sixth Forms.

The English Language and English Literature examinations were until recently modelled very closely on those taken by U.K. pupils in U.K. schools. Now both examinations have been modified to make more account of local conditions. The Literature paper now includes more African writers in English as well as the English classics. The English Language paper, which originally, consisted of the traditional type composition, passages for precis and comprehension as well as some grammatical analysis, has been considerably modified by the acceptance of the Grieve Report(9).

The main recommendations of the Grieve Report have now been accepted and candidates for the West African School Certificate will be examined on the new English Language syllabus for the first time in November 1966. (Grade II Training Colleges candidates will also be examined on the new syllabus, optionally in 1966 and compulsorily in 1967).

What are the principles behind the changes proposed? In the first place the emphasis has shifted towards the use of

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(9) D. W. Grieve. English language examining. African Universities Press for the West African Examinations Council, Lagos, 1964.

English as opposed to its analysis. Secondly, by means of objective tests in structure and lexis a much wider range of the candidates' language attainment will be tested. Thirdly, by supplying a detailed structural syllabus the West African Examinations Council has made it clearer for the teacher what structural items and, to some extent, lexical items he is to teach. This is a great improvement on the old syllabus which was extremely vague. And finally, the new examination syllabus recognises - one might almost say for the first time - that candidates are learning English as a second language. The old-style examination (and consequently methods of teaching) tended to differ very little, if at all, from mother-tongue language examinations set for candidates in Britain.

The detailed requirements of the new scheme of examination in English language can be summed up as follows:-

(a) 'Grammar' - Control of grammatical structure and lexis will be tested by means of 150 objective test items based on a detailed syllabus. Grammar, in the sense of grammatical terminology will no longer appear in the paper.

(b) Continuous writing - A more detailed syllabus has been drawn up setting out the sort of topics and the range of styles and registers expected of candidates. Two compositions will be required, one without a choice of subject, the other with a limited degree of choice. In the first case relevant background material will be provided. Letter-writing will be an important part of the examination, and candidates will be expected to

use language that is appropriate to the subject and the person addressed.

(c) Summary - The former précis has been replaced by a test requiring the summary of the main ideas in a passage.

(d) Comprehension - Two passages will be set as a test of comprehension, although the multiple-choice objective type of questions recommended by the Grieve Report have not been accepted.

There is no compulsory oral test at the moment, but the Grieve Report recommended that it should be introduced as soon as possible. The latest information is that this will in fact be done in 1968. At the moment a number of schools enter for an oral test on a voluntary basis, depending on the availability of examiners.

4.2 The re-orientation of teachers.

The recommendations of the Grieve Report, although not revolutionary, will certainly require many teachers to re-think and re-orientate their approach to the teaching of English language. Above all, the new emphasis will be on teaching the 'core' of the language, those basic structures that together with its sound system, form the essentials of the English language. Different styles of language, ranging from the formal to the informal, will have to be consciously taught. The examination syllabus lists those registers with which pupils will be expected to be familiar. By register, we mean the special lexis and structures that are associated with particular activities. We can talk about the register of building, of photography, of transport, of sport, of elementary science, to name a few that the Grieve

Report lists. With the prospect of a compulsory oral test in the near future more attention will certainly have to be paid to the problems of the phonemic contrasts, and, above all, the stress, rhythm and intonation of English.

To help teachers to be more familiar with the requirements of the new syllabus and to suggest to them ways of teaching it, a number of central and local courses were organised throughout the North in 1965 by the Institute of Education and the British Council. Apart from the first course in Zaria, which lasted two weeks, it was found that local courses lasting 2 - 3 days were adequate to introduce teachers to the Grieve Report and its implications for teaching. Their principal aims were:-

(a) to discuss the main recommendations of the Grieve Report;
(b) to survey the linguistic background to the teaching of English as a second language;
(c) to suggest and demonstrate ways of teaching the new syllabus;
(d) to review, by means of a small exhibition, suitable books for teaching the new syllabus.

Course participants were sent a detailed set of handouts well in advance together with a short reading list, so that in fact the courses became seminars, with the minimum of lecturing and the maximum of discussion. The topics covered were as follows:-

Grieve Report recommendations
The position of Eblglish in West Africa.
The principles of second language teaching
Traditional and modern grammar; notions of correctness
Pronunciation drills, with demonstration
The problems of pronunciation, stress and intonation

Styles and registers
Guided composition
Reading problems
Dialogues and substitution tables, with demonstration lesson
Situational drills, with demonstration lesson
Review of books on display.

In all, 251 teachers from secondary schools and training colleges were introduced to the Grieve Report by means of these short courses. Although resistance to the new syllabus was fairly high at the beginning of 1965, by the end of the year most of this had disappeared and many teachers expressed enthusiasm for the new avenues of thought and new approaches to teaching that the Report opened up. One of the most serious problems, however, is that many of these teachers were non-Nigerians on short contracts who will have left the country in a year or two. The turnover of teachers is very high and unless 'Grieve courses' are continued, the effect of those held in 1965 will wear off in a comparatively short time, as most of the participants will no longer be teaching in Nigerian schools.

It seems essential, therefore, to continue these courses at the local level for those teachers who have not yet attended a course and, in particular, for all newcomers to the country, such as teachers on contract, Peace Corps Volunteers, GVSO's and others. It is to be hoped that the Group Boards of Studies in English (the purpose of which are described in Section 5.1) will make it their responsibility for acquainting teachers in their area with the requirements of the new language syllabus.

4.3 Teaching problems.

English teaching in the first two or three years of the secondary school should be largely remedial in nature. The reasons for this lie in the generally inadequate teaching of English in the primary school, which has already been described. One cannot assume that children entering secondary school have an adequate control of the main structures of English, that they have mastered its sound system, that they can express themselves fluently or that they will have acquired reading skills sufficient to pursue education efficiently at the secondary level. For the large majority too, this will be their first acquaintance with native English speakers, for at present most teachers of English at this level are expatriates. This calls for a considerable amount of listening readjustment both on the part of the pupils and of teachers newly arrived in the country.

Remedial teaching of English implies the systematic teaching of structures and the sound system of English in the first two or three years. To many teachers, accustomed to teaching native speakers of English in the U.S.A. or U.K. this is a new idea and one of the objects of the 'Grieve' courses was to introduce these techniques to them. Very few teachers of English in secondary schools - and training colleges - have had training in the teaching of English as a second language. Consequently in many institutions English tends to be taught along mother tongue rather than second language principles. But things are changing slowly. The isolation in which many teachers worked until comparatively recently is gradually being broken down. Boards of Studies meetings and refresher courses are helping to bring teachers together, enabling them to discuss their common professional problems. But although

so many teachers are on short term contracts, which raises problems of continuity in staffing the schools, at the same time fresh ideas are constantly being brought into the country. At the present time there is a considerable amount of original and stimulating work in ELT going on in a few schools and colleges. The results of these experiments - such as the one described at Borno - should be of very great value when they are known.

Another difficulty for some teachers lies in the fact that no single course book exists that meets the requirements of the new syllabus. This means in practice that most teachers have to adapt one of the course books available and at the same time rely considerably on supplementary material or their own inventiveness. The question of a scheme of work in English language, especially in the first three years, is an important one, as with the continual turn-over of staff in the schools there is often very little continuity between one teacher and the next. However, the Ministry of Education has now put out a scheme of work which is meant to serve as a guide. This, and the syllabuses that are now being produced locally by Group Boards of Studies in English, should help to stablise the position.

One of the greatest problems teachers find is that of the very slow reading speeds of their pupils. This is largely attributable to the lack of reading experience gained in the primary school. As a result, a great deal of attention has to be ppid to this problem in the early years. Reading faults may be physical - head and lip movements, vocalisation, finger-pointing, too ffequent eye fixations, regression - or simply the result of poor teaching, especially too much reading aloud and too much concentration on individual words rather than on the total

meaning of the group, sentence or passage as a whole. Very often unfortunately, the typical 'comprehension' lesson tends to perpetuate these problems rather than cure them. Some success has been obtained by approaching the problem from two angles. First, by giving pupils the opportunity to read large numbers of simple, supplementary readers, say, one a week for the first two or three years. This helps them to overcome some of this lack of reading experience and also gives them the satisfaction of completing a book - an experience they may never have had during their seven years in primary school. Secondly, and in conjunction with the first approach, a number of schools are now suing timed reading exercises such as the S.R.A. Reading Laboratory cards (10) or the Fry course. (11). The Fry course however is probably not suitable before Year 3. What is needed is a series of Fry-type courses at various levels of difficulty and an S.R.A. Laboratory adapted to the needs and background of African students.

Unless efforts are made to overcome the pupils' reading difficulties their work in all school subjects will inevitably suffer, not least English literature. For example, the books prescribed for the 1966 WASC Examination are shown below:-

Section 1	Shakespeare	Macbeth, As You Like It

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(10) S.R.A. Reading Laboratory 11a is probably the right level for Class I

(11) Edward Fry. Reading faster: a drill book, Cambridge University Press, 1963. See also Teaching faster reading by the same author.

Section 2. Poetry. Selected poems from: A Pageant of Longer Poems
(Gray, Grabbe, Coleridge, Keats, Browning, Lawrence)

Modern Poetry from Africa
(Peters, Brew, Komey, Awoonor-Williams, Pepper Clark, Soyinka, Rubadiri).

Ten Twentieth-century Poets
(Auden, de la Mare, Eliot, Frost, Hardy, Yeats)

Section 3. Drama
The School for Scandal
A Man for All Seasons
Androcles and The Lion

Section 4. Prose
A Tale of Two Cities
Far from the Madding Crowd
Things Fall Apart

It will be seen that these books represent a considerable step forward in sophisticated reading and understanding. Unless the first three years are spent in developing reading skills and the habit of wide reading, the study of these prescribed texts (which normally begins in the fourth year) will be a dull and meaningless grind for both teacher and pupil.

One further point should be mentioned here - the question of co-operation between different subject teachers in the secondary school. English is not only taught and learnt in the English lesson.

Pupils are using the language skills of listening, speaking, reading and writing in all their school work. As they enter the fourth and fifth years co-operation between teachers becomes more and more necessary. The techniques of writing reports and summaries, writing up experiments, reference work in the library and so on are more likely to be practised in the history or geography or science lesson than in any other. The teaching of the various registers listed in the Grieve Report are also probably more effectively taught outside the English lesson. The more teachers can work together along these lines the more their pupils will obviously benefit.

5. The teacher training College.

5.1 The role of the Institute of Education

Authorisation for the setting up of an Institute of Education at Ahmadu Bello University, Zaria, was given in October, 1965. Its aims as stated in the Ahmadu Bello University (Amendment) law of 1965 are as follows:-

(a) "to act in an advisory and consultative capacity to the Ministry of Education on any matter pertaining to education, and to collaborate with the Ministry of Education both in the planning and extension of educational facilities throughout Northern Nigeria and in the provision, either by itself or in conjunction with other bodies, of suitable courses of study and instruction;

(b) to conduct and promote research, and to act as the co-ordinating agency for research in all matters pertaining to education and to the development of education throughout Northern Nigeria;

(c) to establish and maintain professional library services throughout Northern Nigeria;

(d) to carry out such other functions as may, with the consent of the Minister charged with responsibility for Education, be permitted by Statute."

The administrative structure of the Institute consists of a Director who is advised by an Advisory Board on which the Ministry of Education and the major educational agencies are represented. The principal functions of the Institute are carried out through the Professional and Academic Committee, which covers the following activities by means of sub-committees where appropriate:- research,

professional certification, library services, communications media, in-service courses, Institute Boards of Studies, and the Group Boards of Studies.

Although the work of the Institute is designed to impinge on all levels and stages of education, its main emphasis is on teacher education, and in particular on the tutors in training colleges. This may take its effect for teachers in the field through refresher courses (such as have been described in connection with the new English language syllabus) and, more and more, through the Group Board of Studies. The North has been divided up into 8 areas grouped around the following centres:- Sokoto, Kano, Maiduguri, Gombe, Jos, Minna, Ilorin and Oturkpo. These are often referred to as Groups A-H respectively.

Groups Board of Studies in English have already begun. Meetings normally take place twice a year. The Boards of Studies have five main functions:-

(a) to enable training college teachers to discuss their common professional problems;
(b) to make recommendations about curricula and syllabuses;
(c) to moderate internally-set question papers and marked scripts;
(d) to participate in conferences, courses and workshops;
(e) to channel experiments and research.

Ministry of Education officials and staff of the Institute of Education normally attend these meetings. It is intended that secondary school teachers should also be members of Boards of Studies but this raises problems, not yet solved, concerning the size and the number of the Boards.

Discussion at recent Boards of Studies meetings has tended to centre round the new WASC English Language examination syllabus. Some of the points raised may be of interest here. The Kano group felt that many of the topics listed under 'registers' tended to favour boys rather than girls. An appropriate assurance has been received from the West African Examinations Council that girls' interests will be looked after. The Kano group also felt that the different 'styles' of writing set out in the Grieve Report were to some extent arbitrary. As styles in letter-writing in Nigeria are largely determined by cultural and social factors, a sub-committee has been formed to investigate the styles of letters actually used by Hausa speakers. The Oturkpo group has drawn up a 5 year scheme of work in English language to meet the requirements of the new syllabus, for use in local training colleges.

At the Institute level there is an Institute Board of Studies English. On this Board there is a representative from each of the Group Boards, together with representatives from the Ministry, the University and the major educational agencies. The functions of the Institute Board of Studies in English are to receive reports from Group Boards; to recommend syllabuses, schemes of work, books and other materials; to suggest courses; to recommend policy and curriculum development in all matters affecting English language teaching; to channel research. By these means the opinions of the teacher at the local level - through the Group Boards and the Inst. Board - can be transmitted to the Institute, the Ministry or the Examinations Council as appropriate.

5.2 <u>The training of teachers</u>.

The Institute of Education concentrates very largely on the

teacher training because their role is fundamental in raising standards of education in Northern Nigeria. The reasoning behind this is as follows: if the quality of teacher education improves, this should result in a rising of the standard of teaching in the primary school, which will in turn improve the quality of secondary school pupils and future training college entrants.

At present the teacher training course leading to the Grade II Certificate lasts 5 years, new entrants having completed a seven year primary school course. In many cases these students are those who, for one reason or another, have failed to gain admission into a secondary school. Thus the training college as it exists at the moment is in effect a sort of secondary school. This immediately raises serious problems, the main one being how to reconcile the need for the personal education of the student with the need to train him professionally as a teacher. Most colleges compromise and give him what is basically a secondary education with a certain amount of methodology and principles and practice of education in the fourth and fifth years. This compromise is not always a satisfactory one and will not be resolved until the minimum entrance qualification for a training college is a West African School Certificate. When this is achieved, the present five year course will probably become obsolete. Arrangements are already being made to take ex-secondary school pupils into certain training colleges in January 1967. Holders of the West African School Certificate will be offered a one-year professional course, and a two year course is being offered to candidates who sat the WASC examination but failed.

In the present circumstances, the bulk of training college students will, of course - being primary school leavers - continue to take the five year course. They will be examined on the same English language syllabus as their counterparts in the secondary

school. Consequently the comments on the Grieve Report in Section 4.1 of this paper and the teaching problems raised in Section 4.3 apply equally well to training college conditions. There is some evidence, however, that these students may be weaker in their handling of structure and lexis, which would indicate an even greater emphasis on remedial work.

There is, however, the problem of the professional training of teachers to consider. Very few training college tutors have had TESL training and even fewer colleges employ tutors with experience and knowledge of infant and junior teaching methods. Consequently the dual needs of improving the English of the teachers in training and of preparing them to teach effectively in primary schools are not always being met. There are, of course, exceptions to this and in a number of colleges some very stimulating and original work is going on. The Group Boards of Studies are, however, beginning to take effect. Experience and expertise are being shared; common syllabuses are being worked out; teachers need no longer feel they are working on their own.

In addition to the training colleges offering a 5 year course are now two Advanced Teachers Colleges, one at Zaria, started in 1962, the other at Kano, established in 1965. These colleges offer a three-year course which leads to the Nigeria Certificate in Education, and are open to students holding the West African School Certificate or a good Grade II Certificate. At present the colleges train teachers to teach in the lower forms of secondary schools and training colleges. Two problems arise here. First, can these aims be combined? The needs of the teacher who is to teach, say, English to secondary school children and the prospective trainer of primary school teachers of English are not the same. There would seem to be a case for offering

alternative courses within the Advanced Teachers Colleges. And secondly, as already argued in Section 2, 3, would not many of their products be more usefully employed in primary schools? It is to be hoped that as the colleges develop the role of NCE holders will be considered afresh.

6. Ahmadu Bello University, Zaria

6.1 Freshmen Introductory Courses (12)

Courses for freshmen at Ahmadu Bello University were started in 1964 and have continued ever since. The courses aim at introducing freshmen to the sort of learning and studying expected of them at a university and to help them over the transition from school to university. They were started because staff at the University felt that many students had difficulty im following lectures, taking notes, organising their studies and using the library profitably. It should be remembered that all students are studying through the medium of English.

The 1964 course lasted for 3 weeks and was divided into four broad topics: use of the library, study techniques, introduction to English speech, rhythm and intonation, and a rapid reading course. In 1965 and again in 1966 the course, largely due to financial reasons, was cut down to a week and a half. The speech and rapid reading sections had to be omitted and the course therefore concentrated on library work and study techniques. The library course introduced students to the methods of cataloguing and classification used in the University Library and aimed at showing them how to use various types of reference books. It ended with a practical test, followed by a group discussion. The study techniques programme, organized into a handbook Learn to Learn was divided into the following parts: listening to lectures, and taking notes; reading and studying; some problems (e.g. ways of improving one's English, inductive reasoning, discussion on plagiarism, ways of tackling difficult reading passages, differences of opinion expressed by different authorities, and the need for a personal time-table and for organising study time and creating study habits.) In addition the course dealt with the problems of the

(12) Details have been abstracted from Miss Margery Morris: Learn to Learn, a paper presented at the Nigeria English Studies Association Conference, Jos, March, 1966.

transition from school to university and suggested ways of gathering material for, and presenting written work. The 1965 course ended with a reading test, which indicated that a high proportion of students were in need of remedial reading courses.

There seems no doubt that many students (and this is not confined only to universities) have difficulties with their studies and in consequence often work extraordinarily long hours. A survey of student work loads was carried out towards the end of 1964, which revealed that in one week one group of Year II Arts Faculty students spent between 53 and 83 hours at their studies, an average of 71 hours a week. Slow reading speeds and language problems are almost certainly important contributory causes. While short freshmen courses obviously cannot remedy these deep-seated learning problems they can help students to realise the nature of some of their problems and can suggest ways of solving them. The schools, too, might be able to help at sixth form level and before.

6.2 <u>The Special Honours Degree in English</u>

The Bachelor of Arts Degree Course in the Faculty of Arts and Social Sciences at Ahmadu Bello University normally lasts three years. Until the 1965/66 session, students took a Combined Honours Degree Course, that is, they studied two main subjects and one subsidiary throughout the three years. Now the Special Honours course has been introduced for the first time. The pattern of the syllabus in the Faculty of Arts and Social Sciences is as follows, with effect from the beginning of the 1966/67 session:-

	Main subjects	Subsidiary
Year 1	3	-
Year 2	1	1 or 2 (a continuation of the 1st year's subjects)
Year 3	1	1 or 2 (optional)

The aims of the Department of English are to help the students "to become a fluent and capable speaker of English" and also to "to become a fluent and capable writer of English." One of the features of the course is that an original contribution is required of the student. This may take the form of a short story, a play or a novel. In addition a thesis on one aspect of language in Nigeria is required. Students, too, are not confined to English literature; they are also required to read literature in English in the form of translation. The new syllabus includes works by Brecht, Machiavelli, Goethe, Homer, Virgil, Dante, Flaubert, Tolstoy and others.

A brief summary of the new Degree structure may be appropriate here:-

B.A. Part I. Phonology and Poetry; the uses of English ; Literature in English. Original Contribution. Practical drama. (Candidates assessed on course work done during the session's productions.)

B.A. Part II. The study of language; the Renaissance (1579-1616); Contemporary literature (1890 - present). Language project. Practical drama.

B.A. Part III A. Compulsory topics:- General essay; either a language dissertation or original contribution: Shakespeare; Romanticism (1780 - 1890)

B.A. Part III (contd) B. Optional papers (two of the following):- Milton and the Puritan Revolution; the history and philosophy of literature; poetry; novel; tragedy.

C. Practical drama:- (Candidates assessed as in B.A. Part I above.)

6.3 Training graduate teachers of English.

The Department of Education, Ahmadu Bello University, Zaria, has or rather has had, two schemes for training graduate teachers. There is, no Bachelor of Education Degree course. The first scheme, introduced in 1962, led to the Graduate Certificate in Education. Under this system students took Education as a subsidiary subject throughout their three years at the University. This course included - for those taking English as their main subject - tuition in ELT method, teaching practice and a thesis on some aspect of language teaching in the classroom. This scheme, however, for a variety of reasons was phased out as from the beginning of the 1964 session. The last of the students taking this course will have left the University in June 1967.

In October 1964 the Postgraduate Certificate in Education course was begun. This is a one year course designed for those who have just graduated as well as those who have had some years' teaching experience. The response to this course has been disappointing so far, largely because there is a shortage of available graduates, because the Ministry finds it difficult to release teachers (the staffing situation in schools and colleges is acute) and also, in the case of

ELT especialists particularly, because a number of potentially suitable students have gone overseas on scholarship. It is hoped, however, that the Post-graduate Certificate course will attract more students in time.

The aim of the Department is that the course should be above all practical in nature, with a much greater emphasis on the 'subject' side than is customary in initial training courses in the U.K. and elsewhere. The 'subject' side i.e. the special professional requirements of the teacher of English as a second language (as opposed to the general requirements of all teachers) may be summed up as follows: a thorough understanding of and competence in modern methods of language teaching, a working background knowledge of the structure of the English language, an appreciation of the phonological and other difficulties experienced by Nigerian learners, some idea of the African linguistic background, and the role of English in education and society. In addition, students need to know how to teach literature effectively and to possess some understanding of British or American society and culture to provide them with an adequate background to their literature teaching.

It is intended that the problems of teaching English both at primary and post-primary level will be dealt with on this course. As we have seen, many of the language difficulties that are met with in the secondary school and training college (and even at University level) have their origins in the way English is taught in the primary school. It is important therefore for postgraduate students to be aware of these problems. And, in any case, many will certainly teach in training colleges where an understanding of the primary school is essential, and some will one day become inspectors. The rest of the method side of the course will aim to prepare students to teach the

new WASC English language syllabus, and also to teach literature. There will be a two-week period of observation of primary school English, and four to sex weeks teaching practice in post-primary institutions.

It is important for the teaching of English in Northern Nigeria that the postgraduate course should flourish as soon as possible. The number of ELT-trained Nigerians is very small indeed. More and more it is being realised that an effective language teacher needs training. Fluency in the language is not in itself sufficient. The best place for initial postgraduate training is undoubtedly Nigeria. Overseas ELT courses have their disadvantages. Students on these courses are inevitably drawn from many different countries, and as a result the problems of one particular country cannot be studied in any great detail. University staff overseas inevitably have to talk in vague generalised terms about 'tropical areas' or 'developing countries'. On the other hand a ... similar course based on a Nigerian university can be geared specifically to the ELT problems of Nigeria and set against the educational system of the country. The special syllabuses in use and the particular language interference problems - phonological and grammatical - can be tackled in considerable detail at a Nigerian university, which would be impossible in a generalised overseas ELT course. And, finally, students can observe, and do their teaching practice in Nigerian schools in real situations, an experience which cannot be matched by teaching immigrant children in London or New York, or even by teaching practice in Wales or Spain.

These arguments are not meant to preclude experienced trained teachers from pursuing overseas more advanced courses or research in, for example, linguistics or phonetics. This would be especially

valuable to those teachers who wished to become lecturers in ELT at Advanced Teachers Colleges or University Departments of Education. But there seems no doubt that <u>initial</u> training can be more satisfactorily carried out in a Nigerian university.

7. Research

7.1 Current experiments (13)

Much of the current experimentation in ELT is being carried on by members of the Northern Nigeria Teacher Education Project, working in seven of the North's teacher training colleges. These teachers are provided by the University of Wisconsin on contract to the Ministry of Education, Kaduna. The English language specialists among them are expected to evaluate existing materials and to identify and test the usefulness of promising new materials, and also to experiment with different ways of organising staff to teach students effectively. Some of the experiments in progress are outlined in succeeding paragraphs.

At Katsina Training College tutors are comparing the effects on reading comprehension of using SRA Reading Laboratory (Elementary) and Reading for Understanding as compared with the more traditional reading materials used at the college. Nigerian Aptitude Testing Unit reading tests suggested that a class using the experimental materials was significantly superior to the control group in reading comprehension.

At Bida and Ilorin Training Colleges attempts are being made to measure the effects of alternative materials aimed at improving skill in speech, written structures and reading comprehension. Each college works with four groups of Year I students, varying from group to group the set of materials used.

The experiment with a 'total English' approach at Borno Training College, Maiduguri has already been described in Section 3.1.

The problem of deploying teaching staff in new and different ways is being undertaken at Katsina Training College, whose staff

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(13) Details have been abstracted from B. R. Tabachnick, English language teaching: experiments with materials and staff organisation, a paper presented at the Nig. English Studies Association conference, Jos, March 1966

has developed a pattern for team teaching in English. There is not sufficient space to describe the pattern in detail here, but a few observations may be helpful. One of the features of the English team is its weekly planning meeting, which helps to take individual teachers out of the isolation of the classroom and brings them into regular contact with other teachers with similar problems. Occasiona large-group instruction saves time and releases teachers to deal with individuals or small groups that need special attention. When a member of the staff leaves the college, the team provides the continuity factor. Students enjoy being taught by a team, and the variety of activities appeals to both teachers and students.

Final reports on all the projects mentioned in this section are expected by January 1967.

7.2 Future needs

Very little fundamental research has so far been carried out into the problems of teaching and learning English as a second language in Nigeria, and into allied linguistic, phonological and psychological problems. The field is wide open. The topics listed for research and investigation in the Report of the Makerere Conference on the Teaching of English as a second language (14) are as relevant to Northern Nigeria as to other parts of Africa. They are quoted here in the hope that they may be a spur to interested researchers:-

"Some of these topics would be appropriate to university institutions some to training colleges, and some to experimental and special centres. Some consist simply of the collection and collation of fac

(14) Report of the Commonwealth Conference on the teaching of Engli as a second language. Government Printer, Entebbe, Uganda, 19

and the critical examination of teachers' experience.

They have been grouped by subjects and not in order of importance.

(A) GENERAL LINGUISTICS:

(1) Increased research in the field of contemporary English; varieties of restricted English, regional, occupational, etc.

(2) Further research in the field of other languages than English, in order to provide the material for comparison with English.

(3) Linguistic theory of translation.

(4) The linguistic analysis of writing systems.

(B) APPLIED LINGUISTICS:

(1) Methods of comparative and contrastive analysis of English with other languages; the use of errors from examination answers at all stages to assist bilingual comparison; the use of comparative and contrastive analysis in the classroom.

(2) Problems of grammar and vocabularyin text-books; the preparation of special dictionaries for special subjects, especially in science and technology.

(3) Reading material for those who have acquired a basic reading knowledge of English, and who have left school.

(4) Further research into the principles of grading; the conflict between and inter-relation of types of grading (e.g. lexical, grammatical and phonological). Principles of selection of linguistic material at the early primary stage; the reconcilement of linguistic and psychological principles. The grading of reading material in English on the basis of cultural content. The grading of a scientific and technological text-books on content-level and language-level.

(C) PSYCHOLOGICAL AND SOCIAL:

(1) The adaptation to different regions of the principles of multilingual and comparative multilingual research; the typology of multilingual situations.

(2) The psychologival effects of a second language medium. Motivation; research into the needs and demands of the learner and the community from the point of view of practical bilingualism; the influence of career prospects and personal and cultural example. The advantages and disadvantages of simultaneous and sequential bilingualism in the educational process; the age of introduction of English as a subject and as a learning-language; the subjects to be taught through English, and the subjects to be taught through the vernacular; the influence of the English medium on the failure rate of students in other subjects than English.

(3) An examination of the suitability of reading material in terms of its relationship to the local culture in order to establish the readiest points of contact in the second culture.

(4) What aspects of learning to read in the first language are applicable to the second? What work on teaching-speeds in the mother tongue applies also to the second language? What influence has reading in the second language on reading in the first?

(5) The timing of the audial and visual items in combined audio-visual aids.

(6) The effects of objective testing on teaching.

(D) TESTING AND MEASUREMENT:

(1) The measurement of bilingual background in a given individual; relative language dominance in the individual.

(2) The measurement of the amount of material being taught and learned; variation in the facility with which different types of items are learnt.

(3) The construction and regional adaptation of aptitude and diagnostic tests; non-verbal tests in bilingual situations; the possibility of objective testing at all levels in all fields of English study including literature; written tests of audio-lingual skills.

(4) The effective value of various types of examinations; the correlation of objective and non-objective tests.

(E) ORGANISATION AND METHOD:

(1) Necessary adaptations in the curriculum to meet the demands of a bilingual education; the relative value of the methods to be employed in transfer from vernacular to English-medium instruction. The relative merits of using separate teachers or the same teachers for more than one language; and of using a teacher to teach English only or other subjects beside (whether in the native language or in English).

(2) The effect on the teaching of English of the introduction of written forms; the introduction and consolidation of writing skills; the teaching of spelling when English is taught as a second language.

(3) Conventions of illustration: local variations.

(4) The optimum size of classes for different aspects of language-teaching; the effectiveness of different types of group-work in classes.

(5) The role of film and television in teacher-training; the role of audio-visual techniques as emergency substitutes for teachers, as examples to teachers, or as supplementation to teaching.

(6) The establishment of a central 'bank' of test items available to examination and testing authorities."

No apologies are made for quoting at such length. The issues raised are so important. Much of our planning and many of our decisions have to be made without solid data on which to base them. Only when these data are obtained through intensified research efforts will we be able to make really significant advances in the teaching of and learning of English in Nigeria and elsewhere.